

# Music Curriculum 2023/24 – Years 1 & 2

	Autumn 1	Autumn 2
Topic	Charanga Year 2 Unit “I Wanna Play in a Band”	Christmas Nativity
Knowledge	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• I know that lots of parts playing together make up an ensemble or group and all contribute to the whole piece of music</li> <li>• I know that when performing with others it is important to work as a team.</li> <li>• I know that the pulse is the regular ‘beat’ of music and that it is a constant and that it is the foundation of all music.</li> <li>• I know that rhythm is short and long sounds that happen over the pulse</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• I know how to play body percussion and untuned instruments musically ie pulse, rhythm</li> <li>• I know how to listen to a rhythm and play it back on my instrument (call and response)</li> <li>• I know how to start and end my performance by following a conductor/leader</li> <li>• I know how to use my understanding of the inter-related dimension of music in my performance</li> <li>• I know how to internalise and tap the pulse in known songs/music</li> <li>• I know how to listen to and then tap a simple rhythm and make up some of my own</li> <li>• I know how to make up rhythms when I have been given the pulse</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• I know that good posture and breathing is important for singing</li> <li>• I know that when I sing I use pitch and can identify if the pitch is higher or lower</li> <li>• I know that when I sing with other people we are working together and when we all try hard we can make a wonderful sound.</li> <li>• I know that I need to warm up my voice ready for singing to keep it safe</li> <li>• I know that I need to understand the meaning of the words so I can perform them properly.</li> <li>• I know that practise is important before performing music</li> <li>• I know that when performing with others it is important to work as a team</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• I know how to confidently sing simple songs</li> <li>• I know about melody (tune) and know how to control my voice to sing in tune</li> <li>• I know how to learn the words of a song and sing them to the tune/melody clearly and with the feeling of the song</li> <li>• I know how to sing part of a song in a group as directed</li> <li>• I know how to use my voice expressively and creatively to sing songs and speak chants and rhymes so that the meaning of the song is clear.</li> <li>• I know how to echo sing a short phrase</li> <li>• I know how to perform to an audience, and know how to work with others to perform</li> <li>• I know how to start and end my performance by following a conductor/leader</li> <li>• I know how to watch a recording of our performance, and talk about how we feel about it</li> </ul>
Vocab	pulse, heartbeat, rhythm, rock genre, improvise, compose, melody/tune, glockenspiel, tuned/untuned, percussion instruments, glockenspiel, D and C note names	Sing, breathing, posture, warm up, follow, conductor, leader, melody, tune, pitch, higher, lower, dynamics, tempo



# Music Curriculum 2024/25 – Years 1 & 2

	Autumn 1	Autumn 2
Topic	<b>Playing instruments, performing, pulse and rhythm</b> <b>Charanga Unit 1 Rhythm in the way we walk Steps 1-3</b>	<b>Singing, performing</b>
Knowledge	<p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> <li>• Know how to play body percussion and untuned percussion instruments musically ie pulse, rhythm</li> <li>• Know how to listen to a rhythm and play it back on my instrument (call and response)</li> <li>• Know how to play a simple repetitive rhythmic accompaniment that is different from the melody (drone/ostinato/riff)</li> </ul> <p><u>Performing</u></p> <ul style="list-style-type: none"> <li>• Know that lots of parts playing together make up an ensemble or group and all contribute to the whole piece of music</li> <li>• Know that when performing with others it is important to work as a team.</li> <li>• Know how to start and end my performance by following a conductor/leader</li> <li>• Know how to use my understanding of the inter-related dimension of music in my performance</li> </ul> <p><u>Dimensions of Music</u></p> <ul style="list-style-type: none"> <li>• Know that the pulse is the regular 'beat' of music and that it is a constant and that it is the foundation of all music.</li> <li>• Know how to internalise and tap the pulse in known songs/music</li> <li>• Know that rhythm is short and long sounds that happen over the pulse</li> <li>• Know how to listen to and then tap a simple rhythm and make up some of my own</li> <li>• Know how to tap a repeated rhythm throughout a song</li> </ul>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• Know that good posture and breathing is important for singing</li> <li>• Know that I need to warm up my voice ready for singing to keep it safe.</li> <li>• Know how to sing Christmas songs for the Nativity play, follow the melody, and learn the words off by heart</li> <li>• Know how to use my voice expressively and creatively to sing songs so that the meaning of the song is clear and I can perform them properly.</li> <li>• Know about melody (tune) and control my voice to sing in tune</li> <li>• Know that when I sing I use pitch and can identify if the pitch is higher or lower</li> <li>• Know how to sing with the feeling of the song</li> <li>• Know how to sing part of a song in a group as directed</li> <li>• Know how to echo sing a short phrase</li> <li>• Know that when I sing with other people we are working together and when we all try hard we can make a wonderful sound.</li> </ul> <p><u>Performing</u></p> <ul style="list-style-type: none"> <li>• Know that practise is important before performing music</li> <li>• Know how to perform to an audience</li> <li>• Know that when I am performing with others it is important to work as a team.</li> <li>• Know how to start and end my performance by following a conductor/leader</li> <li>• Know how to talk about what went well and what we could do better.</li> </ul>
Vocab	Pulse, beat, rhythm, repeated rhythms, ostinato, echo, compose, in time, song, rests	Sing, breathing, posture, warm up, follow, conductor, leader, melody, tune, pitch, higher, lower



# Music Curriculum 2024/25 – Years 1 & 2

	Spring 1	Spring 2
Topic	Playing instruments, improvising and composing, performing (singing)	Playing instruments, improvising and composing, performing (singing)
Knowledge	<p><u>Singing</u></p> <ul style="list-style-type: none"> <li>• Know that English Folk songs are part of our cultural heritage.</li> <li>• Know the background to Folk songs generally.</li> <li>• Know the background to a particular Folk song (An Acre of Land).</li> <li>• Know how to sing An Acre of Land.</li> <li>• Know that there are other English folk songs: (eg. Scarborough Fair, My shoes are made of Spanish, Oliver Cromwell, The old woman wrapped up in a blanket, A long time ago, Hop hop hop, Sally jumped over the stars)</li> </ul> <p><u>Playing instruments</u></p> <ul style="list-style-type: none"> <li>• Know how to play the pulse on untuned percussion to accompany the song.</li> <li>• Know how to create own untuned and tuned percussion ostinato and rhythms to accompany the song.</li> </ul> <p><u>Composing</u></p> <ul style="list-style-type: none"> <li>• Know how to invent untuned percussion parts using contrasting instruments for 'call and response' lines.</li> <li>• Know how to make up different words for the song, following the theme that the land is so small that we can use very small items to look after it.</li> </ul> <p><u>Performing</u></p> <ul style="list-style-type: none"> <li>• Know how to perform the song as a 'call and response' piece.</li> <li>• Know how to maintain a musical balance between the singing and the accompaniment and never allow the percussion to drown the performance.</li> </ul>	<p><u>Singing</u></p> <ul style="list-style-type: none"> <li>• Know that other countries have folk songs as part of their cultural heritage.</li> <li>• Know the background to Folk songs generally.</li> <li>• Know the background to a particular African (Ghanaian) Folk song (Kye Kye Kule).</li> <li>• Know how to sing Kye Kye Kule.</li> <li>• Know that there are other African folk songs: (eg. Tue Tue, Thula Baba, Tu Tu Gbovi, Ubuntu, Obwisana)</li> <li>• Know how to create own untuned and tuned percussion ostinato and rhythms to accompany the song.</li> </ul> <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> <li>• Know how to play the pulse on untuned percussion to accompany the song.</li> </ul> <p><u>Composing</u></p> <ul style="list-style-type: none"> <li>• Know how to invent untuned percussion parts using contrasting instruments for 'call and response' lines.</li> <li>• Know how to make up different words for the song, following the theme that the land is so small that we can use very small items to look after it.</li> </ul> <p><u>Performing</u></p> <ul style="list-style-type: none"> <li>• Know how to perform the song as a 'call and response' piece.</li> <li>• Know how to maintain a musical balance between the singing and the accompaniment and never allow the percussion to drown the performance.</li> </ul>
Vocab	listen, sing, play, instruments, percussion, ostinato, compose, conductor, practise, perform	listen, sing, play, instruments, percussion, ostinato, compose, conductor, practise, perform



# Music Curriculum 2024/25 – Years 1 & 2

	Summer 1	Summer 2
Topic	<b>Singing, playing instruments, performing (Good to be Me)</b>	<b>Listening and appraising, composing, playing instruments (Reflect, Rewind, Replay Year 1 Charanga unit – minibeasts)</b>
Knowledge	<p><u>Singing</u></p> <ul style="list-style-type: none"> <li>Know good posture is important for singing</li> <li>Know I need to warm up my voice ready for singing</li> <li>Confidently sing simple songs, rhymes and chants</li> <li>Know about melody, know that when I sing I use pitch</li> <li>Know I need to watch teacher/conductor and follow instructions when to start stop</li> <li>Know how to echo sing a short phrase</li> </ul> <p><u>Playing instruments</u></p> <ul style="list-style-type: none"> <li>Know that we can use our body as an instrument</li> <li>Know that pitch is higher and lower sounds</li> <li>Know that letters A-G are used to name musical notes</li> <li>Know how to play simple repetitive rhythmic accompaniment</li> </ul> <p><u>Performing</u></p> <ul style="list-style-type: none"> <li>Know that performing is sharing music with other people</li> <li>Know that practise is important before performing music</li> <li>Know that all parts of a piece of music are important and when they are all played together they make a whole piece of music.</li> </ul> <p><u>Composing</u></p> <p>Know how to make up simple rhythms</p>	<p><u>Listening and Appraising</u></p> <ul style="list-style-type: none"> <li>Know the names and sounds of some instruments we use</li> <li>Know that music has a steady pulse like a heartbeat</li> <li>Know that people can like or dislike different music and this is ok.</li> <li>Know that music and songs have a musical style and these vary from place to place, time to time.</li> <li>Know how to use correct musical language to describe the music I am listening to eg pulse, rhythm</li> <li>Know how to distinguish between the instrument sounds I hear or play identify some of the instruments playing.</li> </ul> <p><u>Composing</u></p> <ul style="list-style-type: none"> <li>Know that composing is like writing a story with music.</li> <li>Know how to experiment with musical ideas (playing or singing) using the interrelated dimensions of music particularly pulse, rhythm, pitch</li> <li>Know how to make up simple rhythms</li> <li>Know how to select and combine sounds and organise musical ideas or patterns</li> <li>Know how to create simple 3 or 4 beat (1 bar) melodic and/or rhythmic patterns from given choices using non-standard notation</li> </ul> <p><u>Playing instruments</u></p> <ul style="list-style-type: none"> <li>Know we can use our body as an instrument (clapping, tapping etc)</li> <li>Know that some instruments are untuned and some are tuned</li> <li>Know that pitch is higher and lower sounds</li> <li>Know that letters A-G are used to name musical notes that are higher and lower</li> <li>Know how to play rhythms by reading symbols that I am familiar with</li> <li>Know how to watch the teacher/conductor and follow their instructions (eg when to start playing, when to stop)</li> <li>Know how to look after my instrument and hold it correctly.</li> </ul>
Vocab	<b>sing, warm up, pulse, rhythm, pitch, melody, instrument, conductor, accompaniment, perform</b>	<b>pulse, rhythm, pitch, compose, conductor</b>

